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ABSTRACT

The paper traces the history of gifted and talented education programs in Taiwan and outlines their present status, focusing on statistical data, government support systems, program design, teacher training, gifted student identification, government financial resources, contributions of private organizations, and research and evaluation. Enrichment and acceleration practices are noted, including research on special topics, summer camps, grade-skipping, early graduation, and telescoping grades. Problems are also described, such as the issue of self-contained versus mainstreamed classes, the lack of continuity as students move from elementary gifted classes to junior high schools with no comparable classes, parental attitudes toward the broad scope of the gifted classes, and other social and traditional problems. The paper concludes with a discussion of the immediate and long-term goals of gifted education in Taiwan. (Author/JDD)

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PROVISION FOR THE GIFTED CHILD IN TAIWAN, R.O.C.

Paper prepared for
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PROVISION FOR THE GIFTED CHILD IN TAIWAN, R.O.C.

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ABSTRACT

The paper traces the history of gifted and talented education programs in Taiwan and describes the factors which influence its development, the current goals and nature of gifted programs. The newly established programs such as Sun-Shine Summer Camps, Science Camps, and acceleration programs are discussed. Support systems are noted in four areas: program design, teacher training, resource, and research. The identification procedure emphasizes multiple criteria and steps. After the promulgation of the Special Education Law in 1984, the rapid growth of the gifted and talented education in Taiwan, R.O.C. can be expected.

PROVISION FOR THE GIFTED CHILD IN TAIWAN, R.O.C.

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HISTORICAL BACKGROUND

In May of 1982, a Chinese-American child prodigy, Jay Lo, entered the Stanford University Graduate School of Mathematics at the age of twelve. He thus became the world's youngest graduate student. One and half years later he earned his master degree in Math with excellent record and now is continuing his doctoral study at the Stanford University. Not long afterward, an eighth grader at Taipei's Ho Ping Junior High School made an unprecedented skip to enter the tenth grade at National Taiwan Normal University's affiliated high school.

After the earth-shaking news of Jay Lo, the mass media of the R.O.C. not only widely publicized the event, but also discussed questions of the organization of education, which some people thought was inflexible. But the grade skipping of eighth grader Yang Po-yin, and the success of other Taiwan youths in international science fairs, such as Western House Science Fair, has caused most people to keep an open mind regarding the R.O.C.'s educational system.

Fervent discussions of the issue continued, down to the discovery of many extremely high IQ young children. Once this was announced, education for the gifted became an even hotter topic; but just what is education for the gifted? How does one define who is " Gifted "? Besides this, many parents are concerned about whether their child is gifted, and if so, whether the domestic education system can nurture them, and they worry about what gifted education in the R.O.C. is like.

Such education has developed somewhat late in the R.O.C. in 1962, at the Fourth National Education Conference, a plan was made to develop gifted education, starting from two Taipei elementary schools on a very small scale (Lin & Wu,1982; Wu & Schaffer,1981). In 1973,the Ministry of Education developed regulations and funding for experimental gifted programs on the elementary level. In 1979, the first six year cycle of experiments in elementary schools was completed. A new program was designed and the gifted of the junior high schools were incorporated into the program. In addition to the self-contained special class, the resource classroom program was adopted on an experimental basis since 1979. In 1982, A so called third-stage experimental program for the gifted in elementary and junior high level was set up by the Ministry of Education in order to expand the gifted education. It is planned that in the coming six years, more schools will have their gifted education programs and more models can be developed to meet the divergent needs of the gifted.

Programs has also been designed for pupils with the talents. One elementary school in Taipei and two in Taichung started programs for the musically talented children in self-contained special classes in 1973. In 1981, fine arts and craftes programs were incorporated into the gifted education program. The talented students' abilities that would be developed now include fine arts, music and dance.

The rapid advance in living standards and technology in the Republic of China has brought the public expectations and concerns related to the quality of education. The special leadership skills and advanced learning needed by a technological society have been widely discussed. It was hoped that the oppoptunities for learning would be extended to all on an equitable basis, but that gifted and talented people be given special training. Therefore, since 1968 the educational system has progressed with the compulsory education through the 9th grade. The development of education programs for the gifted and talented further indicates the country's commitment to provide every child with an opportunity for an education that will assure the utmost development of his potentiality.

The goals specified in the experimental gifted programs were as follows (Ministry of Education,R.O.C.,1979):

1. to understand characteristics of gifted children.
2. to develop the potential of gifted children.
3. to enrich the curriculum.
4. to cultivate good living habits and healthy personalities.
5. to reach for high cognitive achievement.
6. to experiment to find effective ways to aid gifted children.

PRESENT CONDITIONS

STATISTICAL DESCRIPTION

During the past decade, gifted and talented education in the Republic of China has been expanded through a series of pilot programs. A rapidly increasing number of special classes, mostly self-contained, have been set up for this purpose and a remarkable number of special class teachers have been trained to meet this emerging need. According to the statistics of 1982,

there were 70 schools, either in elementary or junior high level, participated in these programs, the total classes reached to 202 with406 full-time teachers and 5841 students, of which 3475 were gifted, 2366 were talented. This can be showed in Tables 1 and 2 (Wu, et al., 1982):

TABLE 1 NUMBERS OF STUDENTS IN GIFTED PROGRAMS IN THE R.O.C.

	Schools	Classes	Teachers	Students		
				Boys	Girls	Total
Elementary School	29	100	176	1465	828	2293
Jr. High School	12	38	97	884	298	1182
Total	41	138	273	2349	1126	3475

TABLE 2 NUMBERS OF STUDENTS IN TALENTED PROGRAMS IN THE R.O.C.

	Schools	Classes	Teachers	Students		
				Boys	Girls	Total
Fine Arts	8	11	24	179	131	310
Music	12	44	96	234	1584	1818
Dance	9	9	16	23	215	238
Total	29	64	136	436	1930	2366

According to the Educational Statistics of the R.O.C. of 1982 (Ministry of Education,1982), the student population of both elementary and junior high schools is about 3,300,000. Given that 3 percent of school children were gifted and/or talented, it can be estimated that approximately 6% of the gifted and talented were being served, it is far below 35% of the United States in 1982, yet seems to be comparable to 4% of the U. S. in 1972 (Sisk, 1982).

SUPPORT SYSTEMS

Any program needs the encouragement and material support of the government

and people to become successful. The Ministry of Education of the R.O.C. has developed a plan for the establishment of a program for gifted and talented children through a combination of materials, training, curriculum design, research support and a free flow of this information through various meetings and activities. Resources for the development of the children's capabilities have been for the purpose of involvement of local school programs to international exchanges. The variety of strategies employed by the Ministry of Education to provide resources for development of children's capacities include curriculum design, teacher training, resources and research. The flow chart below indicates four areas of support emanating from the Ministry of Education (Wu & Schaffer, 1981).

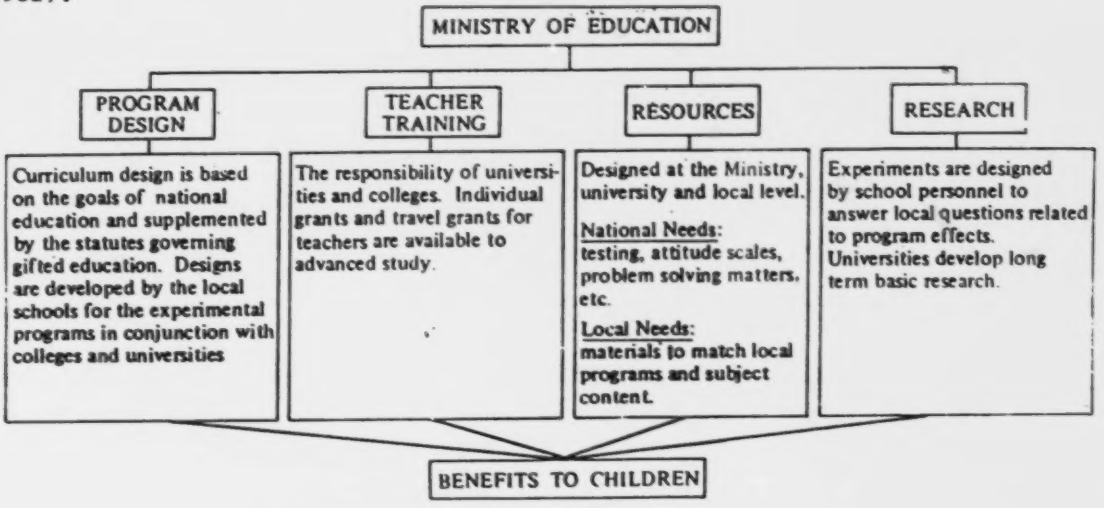
MINISTRY OF EDUCATION
PROGRAM DESIGN
TEACHER TRAINING
RESOURCES
RESEARCH
Curriculum design is based on the goals of national education and supplemented by the statutes governing gifted education. Designs are developed by the local schools for the experimental programs in conjunction with colleges and universities
The responsibility of universities and colleges. Individual grants and travel grants for teachers are available to advanced study.
Designed at the Ministry, university and local level.
National Needs: testing, attitude scales, problem solving matters, etc.
Local Needs: materials to match local programs and subject content.
Experiments are designed by school personnel to answer local questions related to program effects. Universities develop long term basic research.
BENEFITS TO CHILDREN

FIGURE 1. SUPPORT SYSTEMS FOR GIFTED EDUCATION IN THE R.O.C.

PROGRAM DESIGN

The educational system of the Republic of China is a centralized system and has governmental agencies that reflect national, provincial and local legislative units. People interested in gifted education are at the national, regional and local level and often cooperate with their governmental counterpart.

Meetings of specialists and parties interested in gifted education are

held on a national, regional and local level. The first and second national meetings, for example, were held at National Taiwan Normal University in Taipei where administrators, teachers, central government personnel and university professors gathered to hear reports on the advances in schools and listened to specialists in the fields. The meeting was designed to address major issues facing the Republic of China in the development of gifted programs and offer smaller groups time for special interests. The topics at that conference ranged from the Equal Opportunity of Education and discussions on acceleration to summer programs, evaluation and follow-up studies. Special interest groups included guidance; special talents, such as art and music; administration of programs; and curriculum development. At the regional levels the institutional responsibility for leadership of gifted education rests with designated universities and colleges situated in those regions of the province. During the meetings of the regional groups, problems of identification, student performance levels, teaching materials, and other concerns are discussed. New ideas, governmental regulations and programs for the future are introduced. For example, at a recent meeting at Ping-Tung Junior Normal college, the officials of Ministry of Education introduced the extension of the experimental programs in gifted education to Music, the Fine Arts and the Visual Arts. These additions broaden the field of gifted and permit the develop of more schools with experience in the area of gifted education. (Wu & Schaffer,1981)

At the international level the Republic of China has maintained contacts with national and international programs through attending meetings and reporting on the progress of gifted education and finding of research in the field of gifted education. In addition, the Ministry of Education systematically sends review teams to foreign countries to evaluate programs, talk to educational leaders and learn about the most recent research in these countries. For

example, in August 1983, a team of scholars and educators of gifted education have been attending the 5th World Conference on Gifted and Talented Children held in Manila. Soon after the conference, an International Sympsium on Gifted and Talented Education jointly sponsored by the Special Education Association of the R.O.C. and the National Taiwan Normal University was held in Taipei Teachers' Center. Five overseas scholars were invited as speakers, including Dr. Joe Cawood, Dr. & Mrs. John Feldhusen, Dr. Miriam Goldberg, and Dr. Madeleine Coutant. A workshop on educational leadership and extracurricular activities in relation to the gifted, was conducted in the same place by Dr. Cawood & J. F. Nel from the Republic of South Africa successively few days after the symposium. Otherwise, several distinguished scholars in gifted education has been visiting Taiwan and sharing their expertise with local educators. Among them were Dr. Paul Torrance and Dr. Catherine Bruch from Georgia,U.S.A. and Dr. Aurora Roldan from Philippine.

TEACHER TRAINING

A primary commitment of the goverment has been the increase of trained teachers available for the implementation of gifted programs. This increase of specialists has reduced the normal student-teacher ratio in gifted classrooms from 40 to 50 students for each teacher to 25 to 30 students. This is an important first step toward the development of an workable program.

Funding for teacher training includes both short term and long term support with funds going to the regionally responsible institution of higher learning. A certified gifted education teacher must complete 16 credit hours in the field of gifted education. Programs for teachers include weekend workshops, week programs, summer programs. Also the staff of the ministry and faculty at colleges and universities are retrained regularly at colleges and universities overseas through funding from the Ministry of Education.

All of these opportunities are to broaden and deepen the expertise of teachers and support personnel in the Republic of China. Since the ultimate success of the gifted program rests on the teachers and the support of the administration, signigicant time, money and energy has gone into this training.

IDENTIFICATION

For those classes set up for the gifted subjects are first selected through screening tests, usually group intelligence tests and group achievement tests, and then a series of standarized tests including Stanford-Binet, WISC-R, Ravens Progressive Matrices, Torrance Test of Creative Thinking and others are adminstered to uper 10 percent screened as potential candidates. The identification process is thus based on multiple instrumentation. The flow chart(Figure 2) outlines the procedure used in the Republic of China.

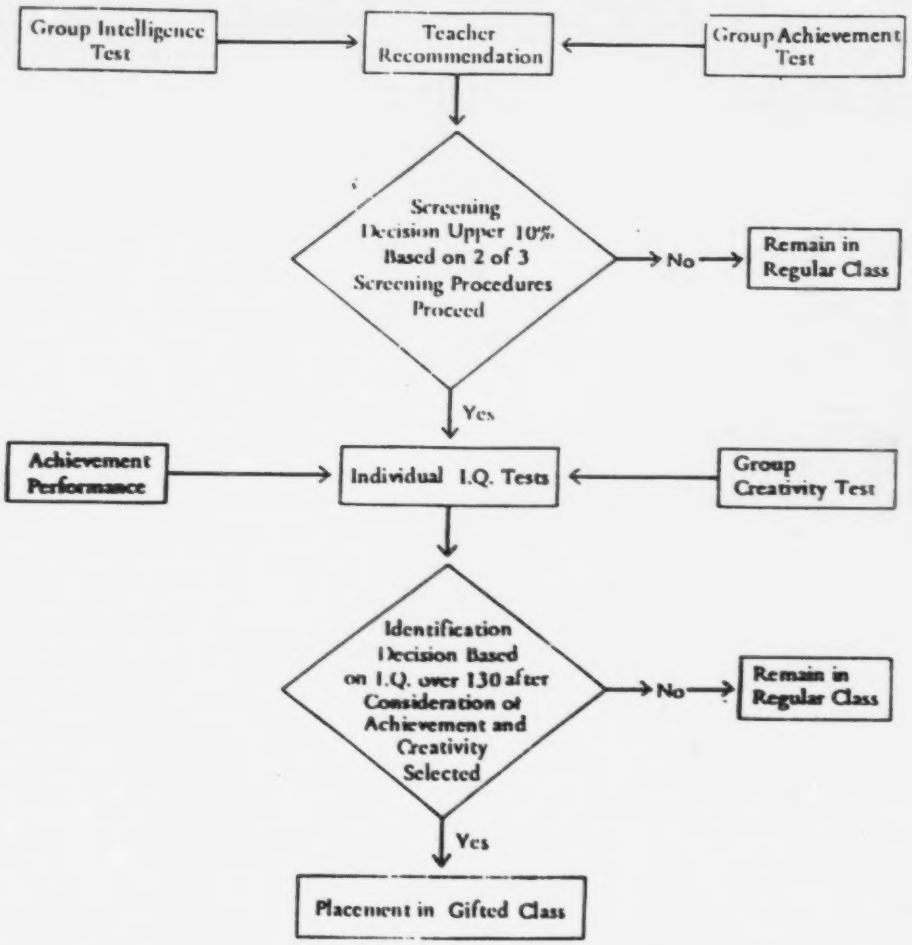

FIGURE 2. SCREENING PROCEDURES FOR GIFTED STUDENTS IN THE R.O.C.

With regards to the special class for the artistically and musically talented, the children are evaluated through their performance in fine arts or with musical instruments and through a series of artistic or musical aptitude tests. As to the talented in dance, the screening criterion is mainly the dancing performance. Above average IQ is required for the talented.

RESOURCES

Along with the funds provided to reduce the student-teacher ratio, each school receives funds for the development of resources for students in the programs. The decision for the use of these funds rest with the local school administration who by consulting with the teachers in the program develop a plan for the use and expenditure of the money. Examples of the use of these local funds would include the upgrading of the facilities for teaching such as classrooms and reading rooms for gifted students, the purchase of advanced library material, necessary equipments, and apparatus. These materials are combined with the national curriculum and materials produced externally to form the gifted curriculum materials. These funds are provided on a yearly basis for the continued upgrading of the program.

However, according to a questinnaire survey (Wu,1983), the financial sources and amount were actually differed greatly for each experimental school. Many schools also raised funds from other sources, such as parental association or private community agencies.

There are numerous publications in the Republic of China in education and some are directly related to the study of gifted education. Some are related to specific conferences or published as supplementary classroom materials while others are regular publications. Of the later category, two need to be mentioned. Gifted Education Quarterly , founded in 1981, is a journal of

recent findings of research and practices in the Republic of China and an analysis of trends in this country. A sampling of recent special issues include: Gifted Education and Scientific-Technic Development, Creative Teaching Strategies for the Gifted, Summer Camp for the Gifted Students, Evaluation and Plan of the Gifted Education, Educating the Gifted Underachiever, Identification of Gifted Students, Parent Involvement in Gifted Education. The journal is edited and circulated through the Special Education Center, National Taiwan Normal University. A second important publication is an Annual Publication since 1973 of the Ministry of Education entitled Gifted Children's Education: Experimental Research. Topics covered include models of teaching behavior, analysis of test content and anxiety factors in children's learning.

In addition to the first Special Education Center set up at National Taiwan Normal University in 1974, other special education centers have also been set up at two teachers colleges and eight junior normal colleges in recent years to facilitate exchanges between classroom practitioners and scholarly reseachers.

CONTRIBUTIONS OF PRIVATE ORGANIZATIONS

Several private organizations including Education & Culture Foundation, Children's Center, YWCA, YMCA, Tam Kang University, Family-help Center, set up programs each year which provide leisure time activities for gifted children, especial during the summer time. The Chinese Youth Summer Camp, Audio-Visual Library, Learning Camp, Computer Camp, Recreation Camp, Chorus and Orchestra Clubs were among the programs sponsored by these organizations in the past.

More specific activities in these programs include visiting museums, memorial halls, astronomical observatories; Chinese and English courses,

picnicking, watching cartoons, puppet show; music, art and Chinese calligraphy activities; craft, swimming courses as well as visiting TV companies, etc.

In the Audio-Visual Library, for example, children can study with audio-visual aids: listen to music, read fairy tales, watch cartoons in the reading rooms. The Chorus and Orchestra Clubs, are organized by the college students majoring in arts and music, providing children with opportunities to develop their special talents.

RESEARCH AND EVALUATION

Reaearch is performed in basic and applied areas. Schools perform applied research for the analysis of student performance on testing, anxiety and the effects of specific programs on student leadership of growth.

University research often evaluates national trends in gifted education, levels of teacher education, the impact of programs on attitudes and aptitude of students. Research has developed in direct response to the emphasis placed on gifted programs. From a limited inquiry into the qualities of gifted education ten years ago, research in the area has developed to evaluate many key questions of gifted education.

In 1978, the National Taiwan Normal University was trusted by the Ministry of Education to proceed a general evaluation of experimental education program for intellectually gifted children in elementary schools on five respects, i.e., intelligence, anxiety, self-concept, academic achievement for Chinese and that for Math in eighteen classes from six experimental schools. In addition, the same number of gifted students were selected as comparison groups from regular classes of other schools in the same area. As a result, it was found that gifted education programs for elementary schools were beneficial for children's academic achievement on Chinese and Math (Hsu,1979;Lu,1979); while for personal

adjustment, there were advantages and disadvantages. Gifted students in special class showed lower general anxiety (trait anxiety); however, their test anxiety (situational anxiety) was higher (Wu,1979) and self-concept was lower (Kuo,1979) than others. Generally speaking, the advantages of the gifted education programs seemed to exceed their disadvantages.

To explore the effectiveness of the second stage (1979-82) educational programs experimented for the intellectually gifted children in elementary and junior high schools, two evaluation teams were organized by the Ministry of Education. By means of field visit and questionnaire survey. It was found that: (1) There were advantages and disadvantages for both the self-containted class and the resource class; however, the former was more supported by school administrations and parents than the later. (2) In general, the positive effect of the gifted education programs was confirmed; however, the pressure under the entrance examination system did fade it greatly. (3) The theory of resource classroom model was sound, but had no marked effect in practice. (4) It was necessary to improve teachers' training, students' identification, financial support, and curriculum design and, most important of all, to plan the divergent and flexible educational programs for gifted students.(Wu,1983)

ENRICHMENT AND ACCELERATION

The principles of instruction in the program for the gifted are: (1) to deepen, (2) to broaden the teaching materials, and (3) to adopt the creative teaching methods in the classrooms. For deepening the materials, more analysis in construction and grammar have been done in Chinese and English classes; supplementary materials, those which are related to the topics in the textbooks, are also provided in Math and Science classes. Flexible teaching methods, for example, teaching by students themselves, debates, discussions, group creating, experiments, dramas, contests, games are selected to stimulate

interests and creativity in students. Most of the time, teachers only play a role as a guide to record student performances and discuss with them later. Therefore, the classroom atmosphere is more lively than in a regular class. Rather than passively listening to the teacher, the gifted pupils actively discuss, give speeches and otherwise express their talents.

In order to provide a better learning environment, classrooms are arranged next to the library and resource room which has information, books in different areas and has space for free discussion. Some special topic researches have been accomplished by the gifted students besides the regular activities. For example, a report on "the community research in the school area" and the survey on "the plants on campus" presented with the written papers, pictures, specimen, and profiles have both been admirably done.

The summer camps sponsored by the university and colleges are most attracting to the gifted pupils. The gifted students felt that they gained much from attending summer camps especially designed for them. For example, the Sunshine Summer Camp conducted by the Special Education Center of the NTNU has been giving the gifted students of junior high schools in Taipei area two-week extracurriculum activities during summer since 1980. The activities included studing with university professors,independent study, playing computer, group counseling, recreation and athletic activities, feild trip, creative writing, leadership training, problem solving, etc.

A new program of national selection for Math and Science highly talented high school students has been designed by the Ministry of Education since1983. Those who are selected should attend a week of science camps held in National Taiwan Normal University in the beginning of April every year. University professors are invited to paricipate the guidance and evaluation. The qualified students are allowed to enter the higher level of schools with exemption from

entrance examination. A scholarship is awarded to those who major in fundamental science in university. In 1983, when the first trial selection was held, there were only 12 twelfth graders and 34 nineth graders passing the screening tests and entering universities or senior high schools without entrance examination. This year there were 140 students attending the science camp. At the final, 33 twelfth graders and 69 nineth graders are successfully permitted to enter higher level of schools through this channel.

The measures to fulfill the acceleration for extremely gifted students in primary schools were also announced in 1983 by the Ministry of Education. For the first year, about 40 primary school pupils were early graduated by one year. According to the published measures, the highly gifted pupils can adopted such means as grade-skipping, early graduation, and telescoping grades, etc. to complete the primary school courses earlier with limit of one year.

Up to the present, highly gifted students of primary, junior high, senior high schools and colleges can shorten one year according to the acceleration measures. Therefore, ideally, a very smart student can save four years at most in total from primary school to university. Namely, he can complete his university education at the age of 18. However, the new Special Education Law is now in the legislative process. The draft of the law includes more flexible measures of acceleration - namely, without the limit of one year for each stage.

PROBLEMS AND PERSPECTIVES

PROBLEMS

Although there is a overwhelming merit of gifted and talented education in the R.O.C., by no means is the gifted and talented education problem free.

Given the fact that self-contained special class is a predominant mode of the gifted education in Taiwan, the issue of whether such an educational placement is likely to facilitate or to hinder the personal and social development of those being grouped together has drawn public concern. The heart of the issue is more on the affective aspect rather on the cognitive aspect (Kuo,1983). There have been many research evidences demonstrating the benefits of special class grouping with respect to academic achevement and creative thinking . The gifted pupils who are grouped together in experimental classes, especially in the self-contained have already made such progress in comparison with the control group. However, in very recent years, there are more and more educators in the country who advocate the resource room model as an alternative approach. Among the arguments in favor of mainstreaming the gifted, the focus is on the affective and social domain. Although there has been very little research evidence to justify the superiority of the resource room scheme. A continued expansion of resource rooms for the gifted children has been occured in very recent years. This trend seems theoretically sound, yet it faces problems too. Under the resource room model, the gifted students are regarded as "unusual specimens" in the regular class. Moreover, the gifted children must shoulder heavier academic burden as indicated in a study (Wu,1983). Both models have their own advantages and disadvantages. The decision between self-contained and resource classroom should be made by what scale and by whom is still an unsolved problem.

One problem that arises due to the elementary gifted classes is that many students have no junior high to go with comparable classes. Since each area has only certain schools students are permitted to attend, students whose elementary school has such classes may find they have much readjusting

to do in junior high. This is even more serious, though not necessarily tragic, for the graduates of junior high gifted and talented classes. Since in senior high there are only a very limited number of comparable talented classes and no comparable gifted classes at all so far.

Another unique condition is the attitude of parents to gifted education in later junior high years. Since education in the R.O.C. is free and compulsory for the first mine years, but one must go to high school before college, those who want a better high school academic education must pass a stiff extrance exam. Many parents are preoccupied by the idea that entering the best senior high school is the most important thing of all for their children. However, they think the gifted and talented classes have too much content outside the scope of the exam, and make their children take regular classes to be sure of getting into a good high school. This idea forms rather great pressure on the school. It even influences the normal teaching in the gifted and tatented classes.

In Taiwan, there are certain qualities ot the programs that reflect social and traditional problems. For example, some schools are situated in large urban areas with access to people, materials and cultural events while other are located in the mountains three hours by bus from any major population or cultural center. The problems facing teachers in these two settings are significantly different and call on values, behaviors and resources that are quite varied. Second, the growth of the economical and social life of Taiwan has been mirrored in the dramatic rise in the level of schooling. Many children's education far exceeds their parents', causing some turmoil in the variation of understanding and values.

The teachers for the gifted classes are facing problems too, they are all enthusiastic senior teachers and most of them have taken 16 credits of

gifted-education courses. But they feel it often very tough to deal with a class of high IQ. The pupils are avid learners who often consume the materials in less than one day that teachers have been preparing for a week. The gifted classes are often appointed as "model classes" that should held teaching visit, struggle for 1st place in every contest and answer the parents' inquires. Otherwise, since the emphasis of gifted education is on "enrichment", due to the shortage of sufficient knowledge, source and time. Many teachers feel over-load to collect teaching materials, design curriculum as well as teaching. All of these make teachers of the gifted exhausted, many of them hope to get more chances for advanced studies and exchange experiences, some suggest that experts and scholars can assist in compiling collateral teaching materials and designing curriculum. In addition, they also suggest more summer camps and holiday workshop etc. so as to enable gifted students consulting with scholars and experts to enrich their experiences.

PERSPECTIVES

The immediate goals of gifted education in the R.O.C. are to deepen and broaden the expertise and materials available to the school. The richness of materials necessary to sustain sophisticated program from early education through junior high school are being developed and field tested by universities and school teachers across the country. Rural and urban schools that are members of the experimental programs continue to develop materials in their special interest areas with the intent of producing a clear, usable curriculum for gifted students. Concurrently, teachers, administrators, university personnel and government educational officers are being trained to understand, develop and direct programs for the gifted. These leaders will guide the programs for the gifted in the near future.

The long term goals of gifted education include the establishment of

programs for academically talented students in all areas of the country that meet the national need of well educated future leaders. In addition, a broad program of talent development is desired by the nation's leadership and the community to foster the growth of Chinese culture and a broad view of western culture.

The use of examination for placement in high school programs influences junior high school program content. Alternatives to testing have seem created and the testing issue remains problematic for schools in the R.O.C.

Numerous studies have supported the use of acceleration as a method of advancement for intelligent students. The gifted education experimental program have developed various programs to test models of acceleration including summer programs and reassignment of students to advanced classes. The effect of wide spread use of acceleration on schools, as it has been in very recent years, should be evaluated by means of follow-up studies.

Experimentation in gifted education has also included studies in self-contained and mainstreamed programs. At present there is no data supporting one program technique or the other completely. However, the implementation of mainstreaming program has been supported by some educators because of limited availability of funds for supplemental teachers and materials required in the self-contained program. Therefore, it can be expected that the part-time pullout programs will be continue to expand.

Programmatic evaluation has remained at a low level of implementation. Most evaluations have been carried out through visits and self-reports of schools. More careful and systematic evaluations should be planned, however.

The integration of programs from elementary level through the high school

level still is a problem. With the recent implementation of junior high school programs and a newly planned senior high school program, this difficulty may be overcome. It is also hoped that with the promulgation of the new Special Education Law, which has a pretty strong claim for gifted education, the integration may be enforced.

In summary, there is indeed effectiveness for gifted education in the R.O.C. It should be carried on and planned for further development. If gifted and talented education is a crucial issue for the United States in the final years of the twentieth century as advocated by Gallagher (1983), it is also true for the Republic of China. To ensure the full development of all of the talent in our society, the country must not be content with the limited programs in limited areas on an experimental basis. The multi-flexible gifted education programs out to be designed to meet the divergent needs of the students with multi-capabilities as indicated by Feldhusen (1982). The final goal must be, as illustrated by Passow (1983, p.46), "total school planning for the pursuit of excellence and the nurturance of individual talented potential". As the country gains knowledge and experience with gifted education, the future of gifted education in the Republic of China looks bright and, hopefully, it can continue to improve education for all as well.

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